

Comprehensive Guide

2009–2010

North Carolina Writing Instruction System



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I Foreword

The North Carolina State Board of Education (SBE) adopted the *Framework for Change: The Next Generation of Assessments and Accountability* in June 2008. This document directed the North Carolina Department of Public Instruction (NCDPI) to elevate the importance of writing throughout the curriculum and to replace the traditional writing assessment program with a K–12 writing instruction system that includes authentic and on-demand writing assignments. In response to this charge, the new *North Carolina Writing Instruction System* was piloted at grades 4 and 7 during the 2008–09 school year.

To continue the development of the new writing system and to provide data to support additional research and analyses, the *North Carolina Writing Instruction System* will be piloted again at grades 4 and 7 during the 2009–10 school year.

During the May 2009 meeting, the SBE approved the NCDPI’s proposed adjustments to the 2009–10 *Writing Instruction System*. These included allowing flexible windows for student writing samples to be composed; allowing teachers, in consultation with students, to choose the content-specific writing assignments; and not restricting the use of word processing tools (such as spell check) on assignments. Most importantly, the SBE endorsed opening the centrally hosted *Moodle* online repository to all districts statewide or individual school(s) within a district.

Grades 4 and 7 students in local education agencies (LEAs) or schools who choose to participate in the centrally hosted online system will complete their work using word processing tools and upload the writing assignments to the online *electronic portfolio*. On-demand writing tasks will be delivered and responded to by students through the centrally hosted online system.

Districts or schools interested in piloting this innovative online approach to writing instruction should contact Angela Quick, Deputy Chief Academic Officer, at AQuick@dpi.state.nc.us.

The *Comprehensive Guide for the North Carolina Writing Instruction System* (this guide) provides LEA curriculum specialists, LEA test coordinators, LEA technology coordinators, school test coordinators, school administrators, and teachers with information on implementing the 2009–10 *North Carolina Writing Instruction System* at grades 4 and 7. LEAs/schools may make copies of this publication to use for guidance in creating a writing instructional plan and for completing the two required content-specific writing assignments and the two required on-demand writing tasks.

Special appreciation is offered to the following LEAs who contributed to the *Comprehensive Guide for the North Carolina Writing Instruction System* by sharing their ideas and processes used during the first year of the *Writing Instruction System* pilot: Caldwell County Schools, Craven County Schools, Moore County Schools, Watauga County Schools, Wilson County Schools, and Winston-Salem/Forsyth Schools.



II Writing Instruction System

The *North Carolina Writing Instruction System* is a yearlong process that consists of students at grades 4 and 7 completing two content-specific writing assignments and two on-demand writing tasks. The following section provides information on the *North Carolina Writing Instruction System*.



Goals of the Writing Instruction System

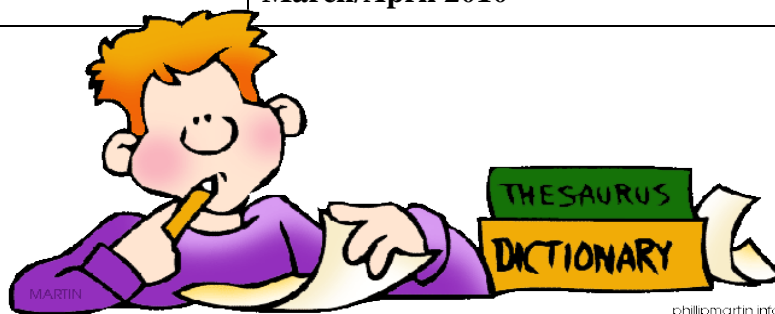
- ✓ To encourage **student writing in all content areas throughout the year.**
- ✓ To encourage **all teachers to focus on the writing process.**
- ✓ To assess **writing throughout the year, rather than just a few days.**
- ✓ To use **instructional feedback to develop instruction throughout the year.**

Participation in the Writing Instruction System

Who is required to participate?	Who is NOT required to participate?
<ul style="list-style-type: none"> ✓ Students at grades 4 and 7 for the first time. ✓ Students repeating grade 4 or 7. 	<ul style="list-style-type: none"> ✓ Students participating in the <i>NCEXTENDI</i> alternate assessment of writing.
What about students with disabilities?	
<ul style="list-style-type: none"> ✓ As the goal for the system is instruction, students with disabilities should be given every opportunity to be engaged in and participate in the <i>Writing Instruction System</i>, utilizing the same instructional accommodations and modifications that are used in the classroom on a daily basis. These may include assistive technologies and/or word processing programs that include features such as text to speech, word prediction, and voice recognition. 	
What about students identified as limited English proficient (LEP)?	
<ul style="list-style-type: none"> ✓ As the goal for the system is instruction, students identified as limited English proficient (LEP) by the state-identified English language proficiency test should be given every opportunity to be engaged in and participate in the <i>Writing Instruction System</i>, utilizing the same modifications that are used in the classroom on a daily basis. 	
What about students at grade 10?	
<ul style="list-style-type: none"> ✓ Participation in the content-specific writing assignment component of the <i>System</i> is <i>optional</i> for grade 10 students. This year, LEAs/schools may choose to use the centrally-hosted online <i>Moodle</i> system. 	
What if a student transfers into an LEA/school near the end of the school year and is therefore unable to complete all four tasks/assignments?	
<ul style="list-style-type: none"> ✓ The NCDPI requests that these instances be appropriately documented by the LEA and a report filed with the LEA curriculum director. If time permits, encourage the student to complete one of the on-demand tasks to allow the school to have an example of baseline data on that student. 	

Recommended Timelines

✓ The NCDPI recommends the following schedule for completion of the on-demand tasks and the content-specific assignments:	
On-Demand Task 1	September/October 2009
Content-Specific Assignment 1	November/December 2009
Content-Specific Assignment 2	January/February 2010
On-Demand Task 2	March/April 2010



Professional Development

Course 1: <i>Instructional Writing Across the Curriculum</i>	Course 2: <i>Assessing Writing Skills in the 21st Century</i>	Course 3: <i>Assessing Content Writing in the 21st Century</i>
This course was specifically designed around the instruction of writing and the involvement of <u>all</u> content teachers in the writing process.	This course was specifically designed around the scoring rubrics and scoring applications, and includes English/language arts on-demand sample student responses for scoring practice.	This course was specifically designed as a teacher resource around the scoring rubrics and scoring applications, and includes content area writing sample student responses for scoring practice.
<p>✓ Educators who completed Course 1 in 2008–09 may want to review it this year, as some new material has been posted. It is the decision of the LEA to accept certificates for additional CEUs for educators who take Courses 1 and/or 2 a second time.</p> <p>✓ The NCDPI highly recommends that ALL educators responsible for scoring any of the writing assignments or tasks complete Course 2 before beginning the scoring process.</p> <p>✓ Certificates are generated upon completion of each Courses 1 and 2 (certificates are not generated for Course 3, as it is intended to be a resource only). LEAs will determine how these certificate hours may be converted into CEUs. The NCDPI recommends that the contact hours/CEUs be in the area of writing or technology.</p>		

Content-Specific Assignments—General Requirements	
Grade 4	Grade 7
<ul style="list-style-type: none"> ✓ Classroom teachers, along with their students, are responsible for developing content-specific writing assignments. ✓ Content-specific assignments can be selected from the NCDPI sample assignments. ✓ Flexible classroom schedules should be developed when implementing content-specific assignments. ✓ Assignments should be aligned with the North Carolina <i>Standard Courses of Study</i> and relevant to the topic(s) currently being studied in content-area classrooms. ✓ Students will complete two content-specific writing assignments during the school year. ✓ Content-specific assignments can be completed, using various technology devices, in the classroom, computer lab, media center, at home, or anywhere the student may complete regular school assignments. ✓ Content-specific assignments will be stored locally at the school level or in the centrally hosted <i>Moodle</i> if the LEA/school is participating in the electronic system. 	
<ul style="list-style-type: none"> ✓ Students may use paper and pencil to write their final responses. ✓ Students are encouraged to use word processing tools to write their final responses when possible. ✓ If using word processing tools, there are no restrictions on help features such as spell check, grammar check, and online thesaurus. 	<ul style="list-style-type: none"> ✓ Students should use word processing tools to write their final responses. ✓ There are no restrictions on help features such as spell check, grammar check, and online thesaurus. ✓ Content-specific assignments that were used in LEAs are located in <i>Moodle</i> Course 3.
Content-Specific Scoring Requirements: Grades 4 and 7	
<ul style="list-style-type: none"> ✓ Use only the NCDPI-provided Content, Features, and Conventions rubrics to score student responses. ✓ The NCDPI recommends two scorers assign scores to each content-specific student response: The first scorer (content teacher of assignment) will assign the score for content, and the second scorer will assign one score for features and one score for conventions. The NCDPI recommends that English language arts teachers assign scores for features and conventions. The NCDPI recommends that any educator who scores should first complete professional development Course 2. ✓ All scores should be entered/recorded on or before June 14, 2010. 	

On-Demand Tasks—General Requirements	
Grade 4	Grade 7
<ul style="list-style-type: none"> ✓ The NCDPI will provide on-demand tasks. ✓ Students will complete two on-demand writing tasks during the school year. ✓ On-demand tasks may be read aloud for all students. ✓ On-demand tasks should be completed in the classroom or the computer lab, using technology tools if applicable. ✓ On-demand tasks will be stored locally at the school level or in the centrally hosted <i>Moodle</i> if the LEA/school is participating in the electronic system. 	
<ul style="list-style-type: none"> ✓ The NCDPI's recommended time for on-demand tasks is 75 minutes. ✓ Students may use paper and pencil to create their responses. ✓ Students are encouraged to use word processing tools to create their responses. ✓ If using word processing tools, there are no restrictions on help features such as spell check, grammar check, and online thesaurus. These features should not be disabled during on-demand tasks. 	<ul style="list-style-type: none"> ✓ The NCDPI's recommended time for on-demand tasks is 90 minutes. ✓ Students will use word processing tools to create their responses. ✓ There are no restrictions on help features such as spell check, grammar check, and online thesaurus. These features should not be disabled during on-demand tasks.

Administration Directions for On-Demand Writing Tasks
<p><u>Prior to beginning an on-demand task, the teacher must:</u></p> <ol style="list-style-type: none"> 1. Ensure that students have the appropriate on-demand writing task (i.e., task 1 or task 2) in front of them. 2. Ensure that students' work areas (e.g., computer workstations, desks) are clear of any additional writing materials. 3. Distribute one sheet of blank paper to each student. <p><u>Note:</u> For the centrally hosted online system only, log in to the <i>Writing Instruction System</i>:</p> <ul style="list-style-type: none"> • <u>For Schools Where Student(s) HAVE Their User Name(s) and Password(s):</u> Ask students to be seated and log in to the <i>Writing Instruction System</i>. • <u>For Schools Where Student(s) DO NOT HAVE Their User Name(s) and Password(s):</u> Teachers have the choice of logging students into the <i>Writing Instruction System</i> before they are allowed to enter the computer lab or be seated at the computer. Teachers will need the list of student user names and passwords and will have to log in to each computer to be used for each student. When students are seated, confirm that the correct student is sitting at the computer that has been set for his or her use.

To begin the on-demand writing task, the teacher is to do the following:

1. For the online system, ask students to click on the On-Demand Task link (i.e., one of the ten tasks will appear for each student).
2. Tell only general writing students that they have approximately a 700-word maximum writing space.
3. Tell only **NCEXTEND2** writing students that they have approximately a 350-word maximum writing space.
4. Ask students to read and follow the student directions (see [Appendix B](#)) before beginning the writing task.

Note: The student directions will appear on students' screens for the online system. For paper and pencil use, copies of the student directions will need to be made and distributed to students. See [Appendix B](#) for a printable copy of the student directions.

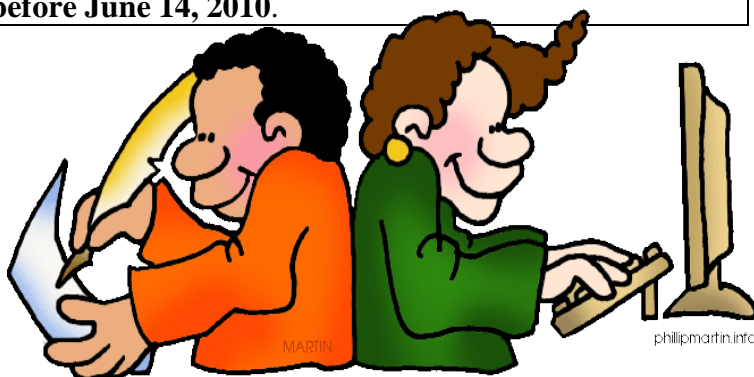
During the on-demand task administration:

1. The teacher must not leave the students unattended at any time during the on-demand writing task.
2. The teacher may assist students with computer problems (i.e., system errors). For example, if a network station malfunctions or the writing task fails to load, the student must receive assistance.
3. The teacher may not provide any specific assistance with a student's written response. It is imperative that each student completes his or her own work without assistance in order for the writing entry to reflect the student's proficiency level.

Note: The teacher must check carefully to ensure that each student turns in all writing materials and must resolve any discrepancies while students are seated and before they leave the room.

On-Demand Scoring Requirements: Grades 4 and 7

- ✓ Score student responses within the *Writing Instruction System* using only the NCDPI-provided [Features](#) and [Conventions](#) rubrics.
- ✓ A single scorer will assign two scores to students' on-demand tasks: **one score for features and one score for conventions**. The NCDPI recommends that the English language arts teacher score for features and conventions; however, it is not a requirement. It is expected that the scorer will have completed [Course 2](#) before beginning the scoring process.
- ✓ LEAs/schools may choose to have two scorers independently assign scores to students' on-demand tasks: **one score for features and one score for conventions, per scorer**.
- ✓ All scores should be entered/recorded **on or before June 14, 2010**.



Options for Entering/Recording Scores

- ✓ Enter all eligible students' scores for the two content-specific writing assignments and the two required on-demand writing tasks into the *Writing Instruction System* Web application, **or**
- ✓ The school curriculum director, in conjunction with the testing coordinator and principal, certifies to the LEA curriculum director that the required writing tasks/assignments have been completed and scores have been assigned and recorded through the *Moodle* or stored at the LEA or schools for all eligible students.

Confidentiality of Student Scores

- ✓ Any written material containing personally identifiable information from the student's educational records (i.e., identifiable scores of individual students) shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g.

Reporting Writing Scores

- ✓ Results of the *Writing Instruction System* will not be used for any level of accountability, including the ABCs and AYP. However, the NCDPI staff may conduct random audits to ensure that LEAs are employing the new *Writing Instruction System* appropriately.

Because of the *Writing Instruction System's* pilot status, the NCDPI may or may not report any results for the 2009–10 school year. If results are reported, it would be at the end of the school year and would be of the instruction system as a whole, not on individual writing assignments. While it is not recommended by the NCDPI, if an LEA were to publicly report on individual writing assignments, it would need to ensure that it publicly reports on all students, including those with disabilities in the assigned grade(s). This may require the LEA to develop an alternate assessment for some students who are unable to access the general writing assignments. In addition, the results of these alternate assessments must be included in the public reporting.

Access to Technology

- ✓ The NCDPI has determined that the limited availability or prior scheduling of the *Writing Instruction System's* assignments and tasks involving the use of technology tools in some LEAs is interfering with schools and students' abilities to complete the two content-specific assignments and two on-demand tasks. In instances where either 1) *all four* writing tasks/assignments cannot be completed using technology tools or 2) writing tasks/assignments *can only* be completed using paper and pencil, the NCDPI requests that these instances be appropriately documented by the LEA and a report filed with the LEA Curriculum Director.

Additional Support

- ✓ *Moodle Writing Instruction System* at <http://center.ncsu.edu/write>.
The technical requirements for 2009–10 may be accessed through professional development Course 2: *Assessing Writing Skills in the 21st Century*.
- ✓ The NCDPI Accountability and Curriculum Reform Effort (ACRE) Web site <http://www.ncpublicschools.org/acre/writing>.
- ✓ *Moodle Assistance HELP DESK* at ncdesk@ncsu.edu or (919) 515-1320
- ✓ General Contacts:
Phyllis Blue at pblue@dpi.state.nc.us or (919) 807-3831
Jim Kroening at jkroening@dpi.state.nc.us or (919) 807-3783

III

Roles and Responsibilities of the LEA Curriculum Specialist, LEA Test Coordinator, and LEA Technology Coordinator

Collaborating and sharing ideas and techniques is beneficial when implementing new programs. The following section contains the collaborative roles and responsibilities of the LEA curriculum specialist, the LEA test coordinator, and the LEA technology coordinator.

This section provides ideas and processes used during the first year of the *Writing Instruction System* by LEAs throughout North Carolina. These processes helped LEAs build a successful writing program across the curriculum (processes provided are not all-inclusive).

Planning

- Collaborate concerning technology use involving NEOILs, Nintendo DS, iPod Touch, laptops, and computer lab capacity for writing content-specific assignments and on-demand tasks, storage of digital portfolios, and NCRRegistration user accounts and passwords for the *Writing Instruction System's* professional development [Moodle](#).
- Collaborate concerning the integration of technology to support writing in content areas. Building-level school improvement teams and media/technology advisory committees can be helpful in planning and supporting instruction and incorporating the *Writing Instruction System* into the school's instructional plan. (See [Appendix A](#) in this guide for information on making an overall writing plan.)
- Collaborate with all teachers to review and revise the LEA overall writing plan to include a continuum of writing instruction in all K–12 content areas. (See [Appendix A](#) in this guide for information on making an overall writing plan.)
- Assist teachers in developing a system to locally store student writing portfolios that will consist of the two required content-specific writing assignments and two on-demand writing tasks. Consider the use of CDs, memory sticks/jump drives/flash drives, paper folders, etc.
- Collaborate to ensure that each school has access to the Comprehensive Guide and other *Writing Instruction System* materials according to the overall writing plan. (See [Appendix A](#) in this guide for information on making an overall writing plan.)
- Collaborate to ensure that updated information regarding the *Writing Instruction System* is conveyed to all schools and teachers.

How We Did It!

Planning Strategies from LEAs:

This section provides ideas and processes used by LEAs throughout North Carolina during the first year of the *Writing Instruction System*. These processes helped LEAs build a successful writing program across the curriculum. The list is not all-inclusive.

1. Schedule regular meetings with all parties so that information flows smoothly and consistently. Provide updates to each other as you receive new information from the NCDPI. This will keep everyone informed and on the “same page” to assist each other with scheduling issues.
2. Organize district and school-based writing teams to provide the infrastructure for communicating and training with central office curriculum personnel.
3. Develop a district “Writing Action Plan” and require schools to develop “Writing Action Plans” aligned with the district’s plan. Identify specific people for each action step in the deployment of the *Writing Instruction System* to ensure the development and communication of key processes. (See [Appendix A](#) in this guide for information on making an overall writing plan.)
4. Give schools the flexibility to determine when students will complete the **on-demand** writing tasks and **content-specific** writing assignments. Schools need to schedule their testing windows when they best fit into the schools’ schedules. Schools within the LEA may have different testing windows.
5. Conduct a “debriefing” session with central office personnel and teachers at the end of the year. Determine what went well and what could be improved. Decide on the recommendations for the next year and ensure they are captured in the revised overall writing plan. (See [Appendix A](#) in this guide for information on making an overall writing plan.)
6. Collect questions from teachers and develop a Q & A document.
7. Keep parents/guardians in the communication loop concerning writing instruction, the **on-demand tasks** and **content-specific assignments**.
8. Designate a teacher to be a liaison between the school and central office staff. This person would collaborate with the school technology coordinator and test coordinator. Also, collect questions, concerns, ideas, and recommendations from the school and teaching staff.

Professional Development

- Collaborate to enroll teachers and administrators in NCRegistration for the online professional development courses through the [Moodle](#).
- Collaborate to conduct informational/training sessions on the 2009–10 *Writing Instruction System*.
- Consider using professional learning communities (PLCs), grade-level/departmental meetings, study groups, building-level school improvement teams, and/or media/technology advisory committees to increase teacher professional development opportunities.
- Collaborate with and encourage teachers to develop **content-specific writing assignments** aligned with the [North Carolina Standard Course of Study](#) (NCSCS) and to modify their writing instruction and assignments to accommodate diverse learners based on the collected data from the writing tasks and assignments.
- Collaborate to implement professional development activities focused on writing throughout the content areas, including:
 - *Moodle* Courses:
 - Course 1: Instructional Writing Across the Curriculum
 - Course 2: Assessing Writing Skills in the 21st Century
 - Course 3: Assessing Content Writing in the 21st Century
 - Formative Assessment:
 - What does it look like?
 - How do you implement it?
 - How do you manage it?
 - The Writing Process:
 - What are the components of the writing process?
 - How do you conference with students?
 - What is “effective feedback”?
 - How is feedback connected to assessment?
 - Rubrics:
 - How do you develop classroom rubrics to include various types of student writing?
 - Moodle* Course 1: Instructional Writing Across the Curriculum
 - Moodle* Course 2: Assessing Writing Skills in the 21st Century
 - Moodle* Course 3: Assessing Content Writing in the 21st Century



How We Did It!

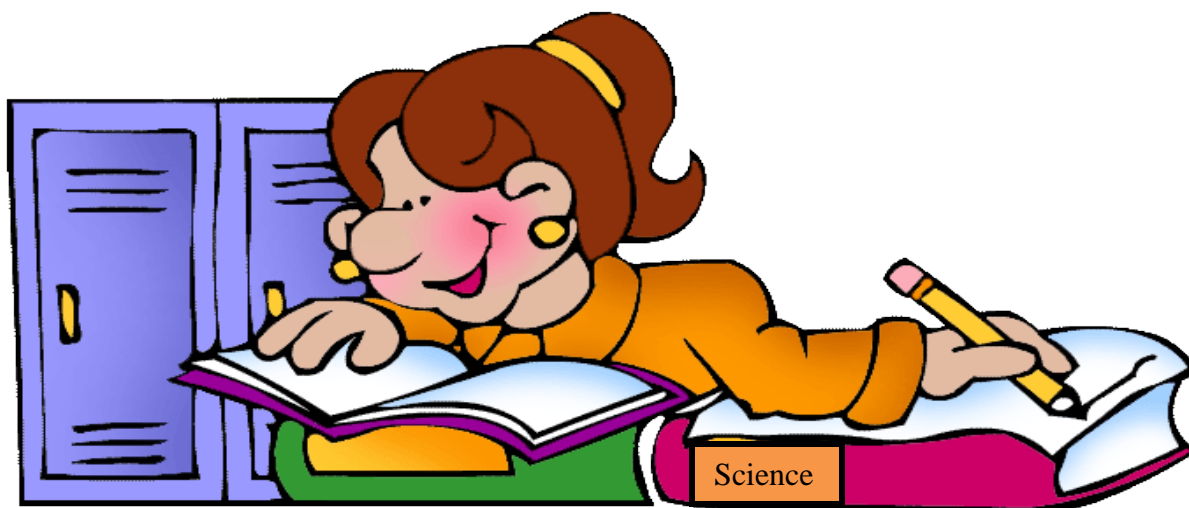
Professional Development Strategies from LEAs:

This section provides ideas and processes used by LEAs throughout North Carolina during the first year of the *Writing Instruction System*. These processes helped LEAs establish professional development opportunities across the curriculum. The list is not all-inclusive.

1. Provide options for teachers in completing the *Moodle* training. Hold “Getting Started” sessions at a central location where teachers can get their log-in information, learn how to download the journal, and find out how to progress through the courses.
2. Establish deadlines for completing the *Moodle* training. Provide the training for principals and tech support.
3. Provide support and encouragement for teachers to use their newly acquired skills in the writing process, rubric development, and scoring for ongoing discussions through professional learning communities. Plan schoolwide or countywide opportunities to meet for discussions and study.
4. Provide substitutes so that teachers can take the *Moodle* Course 2, *Assessing Writing Skills in the 21st Century*, which focuses on rubrics and scoring.
5. Create a list of professional literature that supports writing instruction. Ask schools to develop a bibliography of writing literature from their media center resources. This list will support ongoing discussions through professional learning communities or other district or school professional development activities.
6. Encourage the writing potential of all teachers, students, and administrators by publishing their articles, poems, editorials, etc., in a school/LEA newsletter, local newspaper, or other digital means. Recognize these writers at principal or teacher meetings and parent-teacher meetings.
7. Provide opportunities for teachers to practice giving feedback on content-specific writing assignments. Feedback is a necessary part of formative assessment. The new *Writing Instruction System* is a writing “growth model,” but students need to know how to improve their writing before they can grow as writers.

Content-Specific Writing Assignments

- Collaborate to develop and implement an overall plan to complete the two required **content-specific writing assignments as part of classroom instruction**, to score the writing assignments as teachers regularly score classroom assignments, and to record students' scores through the [Writing Instruction System Moodle](#) or to post scores in a manner designated by the LEA.
- Assist schools in developing flexible schedules for optimum use of computers and other technology tools within classrooms, labs, and media centers. Encourage teachers to promote student use of home computers when doing content-specific writing assignments.
- Assist and support teachers in developing writing assignments aligned with the [NCSCS](#) and embedded within the lesson or unit being covered.
- Assist teachers in developing a system to locally store student writing portfolios that consist of the two required **content-specific writing assignments** as well as other writing assignments completed during the year.



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How We Did It! *Content-Specific Writing Strategies from LEAs:*

This section provides ideas and processes used by LEAs throughout North Carolina during the first year of the *Writing Instruction System*. These processes helped LEAs to develop and complete content-specific writing assignments across the curriculum. The list is not all-inclusive.

1. Encourage grade-level teachers to meet together to develop writing assignments that are aligned with another content area's [*Standard Course of Study*](#).
2. Encourage and support teachers in giving writing assignments at appropriate times during instruction. Some examples might include:
 - a. Write a letter to the editor about an issue from the students' social studies or science content.
 - b. Write directions on how to develop or create a solution to a problem or issue in science or health.
 - c. Write a summary of an action and the anticipated effect, such as playing instrumental classical music during lunchtime or using basic health procedures to keep germs from spreading.
3. Support and encourage teachers to share their ideas with others within their school and LEA. Include ideas in a central office newsletter or an e-mail that goes out to schools.
4. Share ideas on managing on-line, digital writing portfolios or e-files for students, as well as managing hard copies in folders.
5. Help teachers become comfortable with students working on **content-specific writing assignments** at home. Develop a handout for parents/guardians about the assignment "rules" and encourage their support.



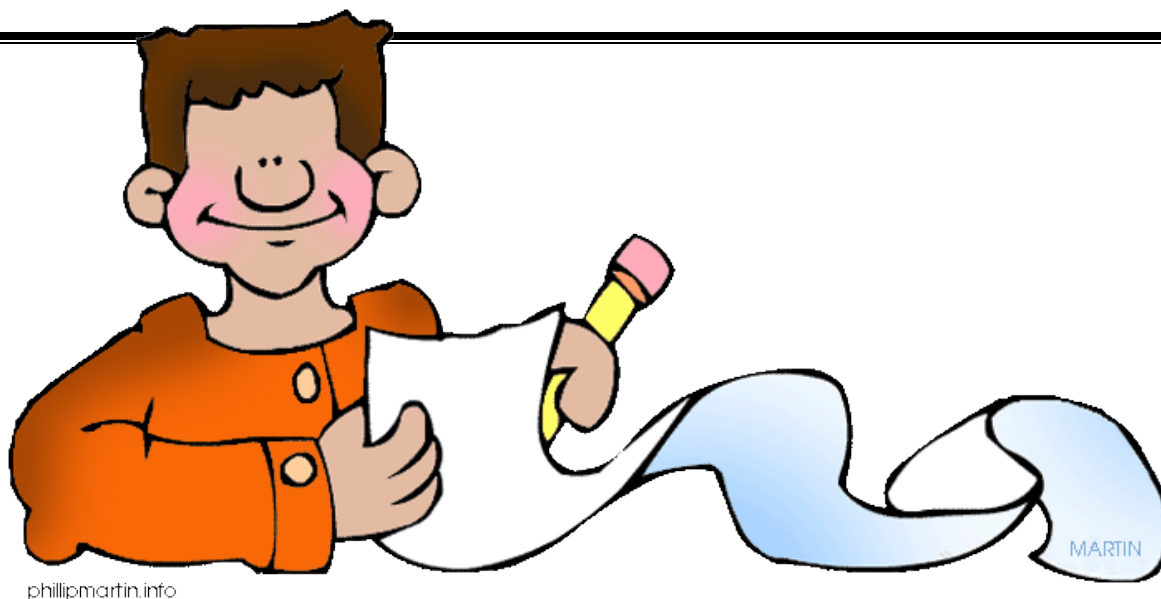
On-Demand Writing Tasks

- Collaborate to develop and implement an overall plan to complete the two required **on-demand** writing tasks, to score the writing tasks, and to record students' scores through the [Writing Instruction System Moodle](#) or other LEA-designated method.
- Collaborate to ensure that teachers understand the appropriate methods for assisting students during **on-demand writing tasks**.
- Collaborate to ensure that schools and teachers become familiar with the changes involving the **on-demand writing tasks for 2009–10**.

How We Did It! *On-Demand Writing Strategies from LEAs:*

This section provides ideas and processes used by LEAs throughout North Carolina during the first year of the *Writing Instruction System*. These processes helped LEAs to complete the on-demand writing tasks. The list is not all-inclusive.

1. Recommend schools have a flexible window of opportunity and schedule **on-demand writing tasks** to best fit with school schedules.
2. Release several **on-demand writing tasks** over a period of days, especially if schools have flexibility in scheduling classes to do the **on-demand writing tasks**. This way, different **on-demand writing tasks** can be used each day.
3. Prepare a handout for teachers that takes them step-by-step through a scoring procedure, such as *Entering On-Demand Scores in the Writing Moodle*.



Appendix A

Making a Writing Plan

Because the North Carolina *Writing Instruction System* is designed for *maximum flexibility at the local level*, the LEA curriculum specialist, LEA test coordinator, and LEA technology coordinator must collaborate to develop and implement an overall plan to complete the two required content-specific writing assignments and the two on-demand writing tasks.

Recommendations for Developing LEA/School Writing Instruction Plans

The NCDPI recommends the following when developing LEA/school plans:

1. Collaborate with LEA curriculum specialists, LEA test coordinators, LEA technology coordinators, and other school personnel.
2. Collaborate with other LEAs to share ideas on how best to implement the *Writing Instruction System* and create an overall school plan. Communicate ideas and share best practices between local education agency staff to ensure that appropriate training, staff development, and support are offered for all teachers and related personnel involved in administering the *Writing Instruction System*.
3. Incorporate informational/training sessions sponsored by the school test coordinator, technology coordinator, instructional lead, or other school personnel that inform school staff of the overall writing instruction plan, including policies, procedures, roles, and responsibilities.
4. Establish procedures that monitor and record the progress of all content-area teachers who complete the NCDPI-designated professional development courses for the *Writing Instruction System*.
5. Ensure that all eligible students participate in the *Writing Instruction System*.
6. Develop a fair and ethical writing plan.
7. Determine how and when the school will notify parents/guardians of the *Writing Instruction System* and how it affects their children.
8. Designate roles and responsibilities for school personnel, such as:
 - a. School personnel eligible to score student writing,
 - b. School personnel responsible for submitting students' scores, and
 - c. School personnel responsible for maintaining and/or having access to students' writing portfolios.
9. Determine workable timelines to complete the on-demand tasks and content-specific assignments that best meet school needs and the NCDPI deadline for submitting students' scores.
 - a. Timelines should allow ample time for teachers to complete the NCDPI-designated professional development [Courses 1 and 2](#) for the North Carolina *Writing Instruction System*.

- b. ALL teachers are strongly recommended to take the [*Assessing Writing Skills in the 21st Century*](#) professional development course before they begin scoring the two required content-specific assignments and/or two on-demand writing tasks.
10. Timelines should allow ample time for schools to complete, score, and submit or store students' scores for the four writing requirements. Note: The NCDPI recommends for best practices that LEAs complete one content-specific assignment and one on-demand writing task in the fall and complete one content-specific assignment and one on-demand writing task in the spring. *All eligible students' scores for the two required content-specific writing assignments and the two required on-demand writing tasks must be submitted or stored on or before **June 14, 2010**.*
 11. Determine how or if the writing plan will include the use of proctors to serve as additional monitors to help teachers with the administration of the on-demand writing tasks.
 12. Allow the opportunity for students to have access to computers with full-featured word processing software. Students must also be given the ability to store electronic/digital drafts of their writing, including the ability to have backups of their work.
 13. Designate appropriate environments that ensure all students' on-demand writing tasks are administered in an equitable manner.
 14. Establish procedures that include the storing of student portfolios.
 15. Determine procedures for saving and printing files for students who use word processing to complete their on-demand writing tasks (e.g., teachers have the option to save student files before printing, or teachers have the option to print the files immediately following the on-demand administration).
 16. Establish procedures for the distribution, collection, storage, destruction, or recycling of *Writing Instruction System* materials.
Note: The *Comprehensive Guide* is to be used throughout the 2009–10 school year.

Appendix B

Student Directions for On-Demand Writing Task

Student Directions:

You are about to begin the North Carolina *Writing Instruction System's* on-demand writing task.

You should have a blank sheet of paper or a computer to help you plan your writing. If you do not have either of these materials, raise your hand and your teacher will provide them for you. If you need more blank paper during the writing task, raise your hand, and the teacher will give you another sheet.

The approximate time to complete the writing task is:

75 minutes at Grade 4;

90 minutes at Grade 7.

If you are still working on your writing task after 45 minutes, take a short stretch break and then continue.

If you have any questions, ask your teacher before you begin.

Note: If you are completing the on-demand writing task on the electronic *Moodle*, you must click the *Save Changes* button to submit your completed work.

Appendix C

General Rubric for Content Areas

This scoring rubric applies to the content-specific writing assignments in content areas such as mathematics, sciences, social sciences, humanities, arts, technology, etc., and will be used in conjunction with the writing features and convention rubrics below.

Content Area Rubric

Points	Descriptions
3	<p>The student response meets the following criteria:</p> <ul style="list-style-type: none"> • demonstrates all aspects of the writing assignment • follows all directions, steps, and/or procedures • cites and explains appropriate content-specific examples accurately • employs sound reasoning, arguments, and/or support • demonstrates the use of evaluating, analyzing, and applying skills
2	<p>The student response meets the following criteria:</p> <ul style="list-style-type: none"> • demonstrates most aspects of the writing assignment • follows most directions, steps, and/or procedures • cites and explains appropriate content-specific examples, however, some inaccurate information is included • employs inferential reasoning, arguments, and/or support • demonstrates the use of analyzing and applying skills
1	<p>The student response meets the following criteria:</p> <ul style="list-style-type: none"> • demonstrates some aspects of the writing assignment • follows some directions, steps, and/or procedures • may attempt to cite and explain some content-specific examples, and/or inaccurate information is included • employs concrete reasoning, arguments, and/or support • demonstrates the use of analyzing skills in a literal manner
0	<p>The student response meets the following criteria:</p> <ul style="list-style-type: none"> • does not demonstrate any aspect of the writing assignment • follows few directions, steps, and/or procedures or none at all • cites inaccurate or inappropriate examples • employs little or no evidence of reasoning, argument, and/or support • demonstrates little or no evidence of any apparent reasoning skills
Note	<ul style="list-style-type: none"> • Those scoring content-specific assignments for Second Language courses should note that student responses may be composed in the foreign language that is being taught and scored accordingly.

Appendix D

Features Rubric

The writing features rubric will be used to assess both the on-demand tasks and content-specific writing assignments. The writing features rubric has been back-mapped to the NC Graduation Project.

Points	Descriptions
4	<ul style="list-style-type: none"> • Topic/subject is clear, though it may or may not be explicitly stated • Demonstrates focus on topic/subject throughout the response • Organizational structure creates relationships between and among ideas and/or events • Develops a logical progression of ideas and/or events and is unified and complete • Support and elaboration examines and explains the topic/subject • Employs specific, developed details • Exhibits skillful use of vocabulary that is precise and purposeful • Demonstrates skillful use of sentence fluency
3	<ul style="list-style-type: none"> • Topic/subject is generally clear, though it may or may not be explicitly stated • May demonstrate minor lapses in focus on topic/subject • Organizational structure creates relationships between and among ideas and/or events, although minor lapses may be present • Develops a logical progression of ideas and/or events and is reasonably complete, although minor lapses may be present • Support and elaboration may have minor weaknesses in examining and explaining the topic/subject • Employs some specific details • Exhibits reasonable use of vocabulary that is precise and purposeful • Demonstrates reasonable use of sentence fluency
2	<ul style="list-style-type: none"> • Topic/subject may be vague • May lose or may demonstrate lapses in focus on topic/subject • Organizational structure creates little relationship between and among ideas and/or events • May have major lapses in the logical progression of ideas and/or events and is minimally complete • Support and elaboration may have major weaknesses in examining and explaining the topic/subject • Employs general and/or undeveloped details, which may be presented in a list-like fashion • Exhibits minimal use of vocabulary that is precise and purposeful • Demonstrates minimal use of sentence fluency
1	<ul style="list-style-type: none"> • Topic/subject is unclear or confusing • May fail to demonstrate focus on topic/subject • Organizational structure may not create relationships between and among ideas and/or events • May consist of ideas and/or events that are presented in a random fashion and is incomplete or confusing • Support and elaboration attempts to examine and explain the topic/subject but may be unrelated or confusing • Employs sparse details • Lacks use of vocabulary that is precise and purposeful • May not demonstrate sentence fluency
NS	<ul style="list-style-type: none"> • This code may be used for responses that are entirely illegible or otherwise unscorable: totally blank responses, responses written in a foreign language, exact restatements of the prompts, and responses that are completely off-topic or incoherent.
Note	<ul style="list-style-type: none"> • Those scoring content-specific tasks for Second Language courses should note that student responses may be composed in the foreign language that is being taught and score them accordingly.

Appendix E

Conventions Rubric

The writing conventions rubric will be used to assess both the on-demand tasks and content-specific assignments.

Points	Descriptions
2	Exhibits reasonable control of grammatical conventions appropriate to the writing task <ul style="list-style-type: none"> Exhibits reasonable control of sentence formation Exhibits reasonable control of standard usage, including agreement, tense, and case Exhibits reasonable control of mechanics, including use of capitalization, punctuation, and spelling
1	Exhibits minimal control of grammatical conventions appropriate to the writing task <ul style="list-style-type: none"> Exhibits minimal control of sentence formation Exhibits minimal control of standard usage, including agreement, tense, and case Exhibits minimal control of mechanics, including use of capitalization, punctuation, and spelling
0	Lacks control of grammatical conventions appropriate to the writing task <ul style="list-style-type: none"> Lacks control of sentence formation Lacks control of standard usage, including agreement, tense, and case Lacks control of mechanics, including use of capitalization, punctuation, and spelling
Note:	Students who receive accommodations that invalidate the conventions score (i.e., <i>Dictation to Scribe</i>) will have 0 entered for their conventions score.

Appendix F

Examples of Common Convention Errors

Sentence Formation:

A sentence is an expression of an assertion, explanation, proposal, question, or command.

Fragment	<ul style="list-style-type: none"> When I go to school. Then I started to write.
Run-ons	<ul style="list-style-type: none"> I think they need to get up earlier so they can get ready for school and have time to eat breakfast they need to get up at an earlier time. I knew that I would never get away with it and plus I had two tests that day and I didn't really want to go.
Phrases or clauses used incorrectly, which interfere with the meaning of the sentence.	<ul style="list-style-type: none"> While sleeping, they need to go to bed earlier. Drinking my milk, the cookies seemed irresistible.

Usage:

Standard usage includes agreement, tense, and case.

Incorrect use of verbs	<ul style="list-style-type: none"> Students is very disruptive. People was laughing at the guy's answers.
Pronoun misuse	<ul style="list-style-type: none"> The girls went to play with there own teams. Between you and I, the test was hard.
Incorrect formations	<ul style="list-style-type: none"> hissself, theirselves, bestest
Failure to use a word according to its standard meaning (homophone)	<ul style="list-style-type: none"> How did you no? Tell them to right a letter home.

Mechanics:

Mechanics involves the use of capitalization, punctuation, and spelling.

Incorrect Capitalization	<ul style="list-style-type: none"> did he give it away? The teacher's name is tom evans. Jose and i went to the store. George eats Bananas and Oranges.
Incorrect Punctuation	<ul style="list-style-type: none"> Why did she go home early. John plays golf tennis and baseball. Tom said Go to the store."
Pattern of misspellings of common words or incorrect pluralization.	<ul style="list-style-type: none"> freind for friend boxs for boxes droped for dropped

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Clip art from Language Arts Clip Art on <http://www.phillipmartin.info/clipart/homepage.htm>.